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ABSTRACT

This handbook provides vocational educators at the secondary and postsecondary levels with approaches for working with minimally disadvantaged students enrolled in their regular programs. Chapter 1 focuses on the disadvantaged student and considers such problems as perceptual difficulties, resistance to authority, parental influence, insecurity and aggressiveness, and passiveness and fear. Seven characteristics of disadvantaged students are discussed. Chapter 2 considers the four elements of classroom/laboratory climate--environment, instructional aids, teacher(s), and student--and how these variables influence performance and behavior. Chapter 3 discusses various aspects of management, including laboratory management, management of learning, and student management. Effective instruction is the focus of chapter 4. Three survey forms for learning/teaching style evaluation are provided and discussed. Other topics include helping students with reading and math deficiencies, determining a student's academic difficulty, student motivation, improving students' note-taking skills, and demonstration as an effective instructional technique. Chapter 5 deals with evaluation, including testing, test question selection, informal feedback, praise and criticism, and observations. Chapter 6 briefly addresses teaching employability skills and job placement. Additional resources in chapter 7 include (1) Do's and Don't's of Working with Disadvantaged Students and (2) Intellectual Characteristics of Disadvantaged Children and Youth. (YLB)

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ED203157

# WORKING WITH THE

# DISADVANTAGED STUDENT

# IN

# VOCATIONAL EDUCATION

CE 029 308

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## PREFACE

Recently considerable emphasis has been placed on assisting teachers in developing additional skills in instructing students who have special needs. In Georgia, through Project SERVE (Supportive Efforts for Regular Vocational Education), vocational educators at the secondary and post-secondary levels have been provided assistance in working with minimally disadvantaged students enrolled in their regular programs.

Through our involvement with vocational instructors, administrators and students in Northwest Georgia as a part of the Project SERVE effort, we became aware of many of the exciting and innovative approaches that were being successfully used with this population. Our purpose in providing this handbook is to share many of these approaches with you, the SERVE instructors in Northwest Georgia. We hope that it will assist you in your work with disadvantaged students. An index has been provided to make this material more usable.

*Working With the Disadvantaged Student in Vocational Education* is a combination of ideas, suggestions, frustrations, questions and successes shared by vocational people from Northwest Georgia. Occasionally information from other sources had been added for clarification or expansion.

We would like to thank the many instructors, administrators, and students who talked with us and allowed us to observe their classes. Without you, this effort would not have been possible.

Patricia Van House
Instructional Specialist
DeKalb SERVE Satellite Center
Stone Mountain, Georgia

Marya Leatherwood
Project Consultant

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*Working With the Disadvantaged Student in Vocational Education* was produced by the Project SERVE DeKalb Satellite Center.

Photographs for this handbook were taken by Marya Leatherwood, Project Consultant, and Tom Henderson, Media Specialist at DeKalb Technical School.

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## ON BEING DISADVANTAGED

Moving away from money and buying power, being disadvantaged . . . is being uneducated and unsophisticated in a world that places a premium on learning and know-how.

Being disadvantaged . . . is being unskilled in a work world that has good jobs for the trained and qualified . . . but the same old dead ends for the unskilled.

Being disadvantaged . . . is being un-cared for and unloved in a community that is always bragging about how friendly it is, how compassionate it is.

Being disadvantaged . . . is having parents who teach you that "getting by" is a safer goal than "getting ahead."

Being disadvantaged . . . is having other people to stereotype you . . . to label you . . . to pre-judge you.

Being disadvantaged . . . is being a member of a minority group in a society highly sensitive to racial or religious differences.

Being disadvantaged . . . is believing that whatever you get in life is what you were pre-destined to get by some higher, unquestionable authority.

Being disadvantaged . . . is hating yourself for being not good enough to make it. It's blaming yourself for all the missed opportunities and trying to escape your hurt pride with alcohol or drugs.

Being disadvantaged . . . is feeling isolated and apart . . . different from and not a real part of the larger world around you.

Being disadvantaged . . . is not being able to find meanings in life. Why be honest when only the crooks you know are making it?

Being disadvantaged . . . is accepting whatever happens with resignation . . . because you know you don't have the power to do anything about it.

Being disadvantaged . . . is feeling that there's no use hoping. Nothing good is going to happen no matter what you do . . . so why try . . . why work hard . . . why save your money . . . why go to school. There'll be no breaks . . . luck is against you. Even if something good happens, it won't last. Tomorrow will be just like yesterday.

So being disadvantaged is a complex, many-faceted condition. The group is a mixed bag – some more, some less disadvantaged. Our disadvantaged person may be child or adult, male or female, young or old, bright or dull, dependable or undependable. He may be strong or weak, vigorous or apathetic, nice or mean, pretty or ugly, black or white (or yellow, or red, or pink, or brown). He may be any combination of these and many other characteristics.

By Mr. Jim Parham, Institute of Labor and Government, University of Georgia. Paper prepared for the Conference on the Handicapped and Disadvantaged, held at Lake Jackson, February 19 and 20, 1970.

# CHAPTER I

## THE DISADVANTAGED STUDENT

Is this scene familiar?

There he sits near the back of the room, hands shoved deeply into pockets of well-worn jeans, defiant, scowling, resistant. Here she comes with a crowd of girls around her, talking loudly, laughing, never glancing your way. Or there he is, the quiet one, never volunteers an answer, responds only when directly asked, always speaks in a barely audible tone.

The disadvantaged student, when seen as a learner, presents a complex and ever-changing picture. Generally performing below grade level, exhibiting more avoidance than approach behaviors, lacking adequate attention spans, and owning a lengthy previous history of non-successes, these learners enter our classrooms guaranteed frustration and potential failure. A frequent accusation hurled at this type of student is that "they don't care." Not caring means a lack of motivation. We need to look beyond the surface behaviors which may say "I don't care."

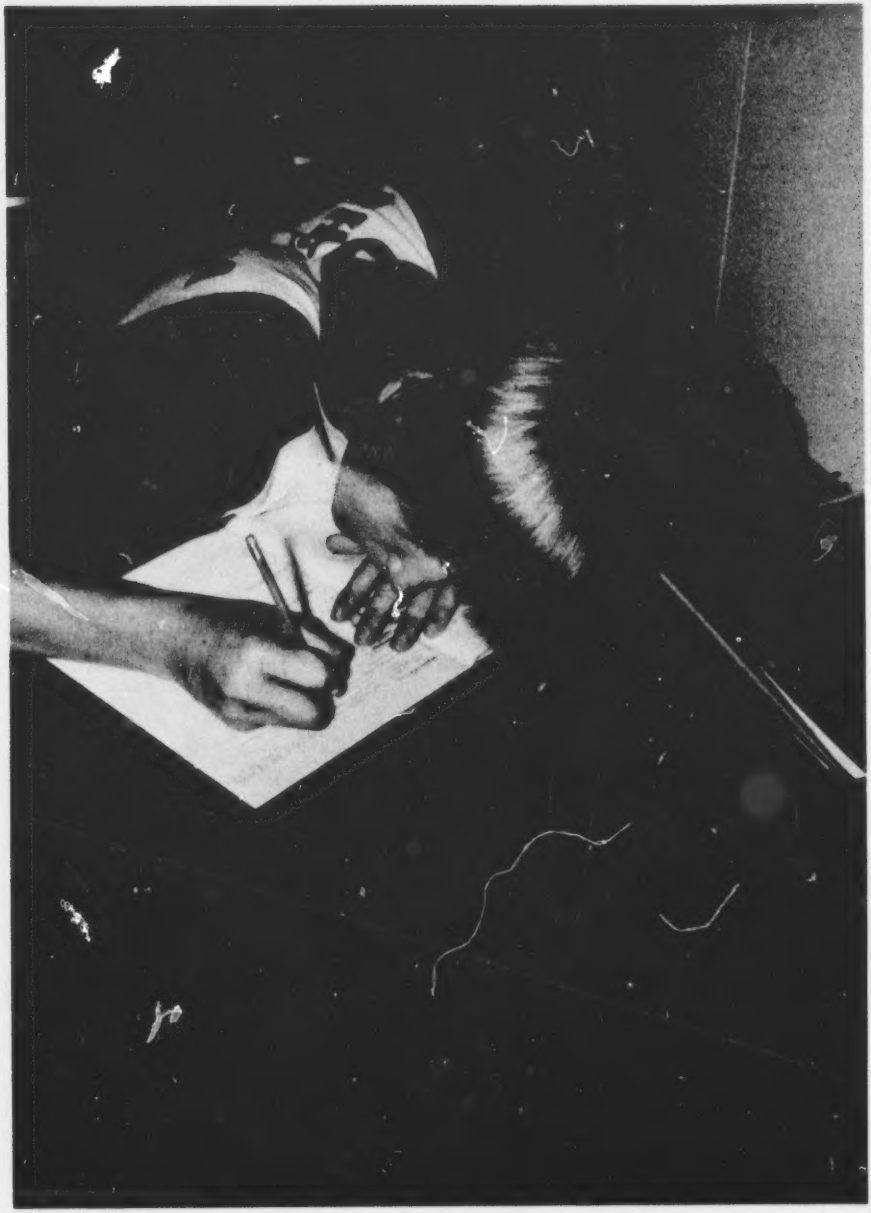
### Perceptual Difficulties

Many teachers who teach disadvantaged teenagers and adults find their attention drawn to problems in the perceptual abilities of these students. These problems are often characterized by severe communication problems. Difficulty with reading, spelling, charts, graphs and map skills frequently result. Written tests often cause stress for these students. Some of the causes and solutions for these perceptual difficulties can be best described by Dr. Wallace Kennedy of Florida State University.

> Deprived children who have been raised in homes without crayons and pencils, drawing boards and blackboards, and little games at a very early age, are going to have a large deficit in their perceptual ability . . . Thus, I think we must be extremely careful in our conceptualizations of what is physical and what is learned, and we must also make allowances for the fact that stimulus deprivation and experience deprivation may lead to a deficit in visual motor activity.

### Resistance to Authority

Resistance to authority is another characteristic of many students with learning lags. Authority figures have generally created fear, not respect, in these students. Teachers, policemen, judges, have all been



*Student from Lithia Springs High School struggles with written assignment.*

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symbols of success – yet these same success symbols have been a source of potential judgment to disadvantaged youth. Many times our students only wish to avoid contact with authority. However, this same desire to avoid conflict and confrontation is generally the reason that many disadvantaged students find themselves to be in the "eye of the storm." They perceive themselves to be keeping a low profile. Authority perceives them to be resistant. They think they are exhibiting a non-guilty appearance when actually authority resents their "cool" attitude and loose appearance. They wish to keep the inevitable interactions quick and painless. Authority believes them to be sullen and disrespectful. All they want to do is to turn and run. All authority wants is – to see some concern and motivation.

### Parental Influence

If we are to teach disadvantaged students effectively, we must understand their family, social and cultural background. Many of our students come from homes where financial burdens cause parent absences. The families are often large and child rearing is left to the older brothers and sisters. There is little or no supervision by an adult. Children are forced to be independent at an early age. Parents of disadvantaged students, like middle class parents, often have high hopes for their family. They want a good education for their children but are often unable to obtain it. Many parents are poorly educated themselves. Some do not speak standard English. Some have small vocabularies. Many are non-readers. They have no experience with the "Institutionalized Method of Success" and are confused by the processes of enrollment, financial aid, etc., which may be part of the school system.

### Insecurity, Aggressiveness

A student functioning near illiterate levels in the classroom frequently acts insecure and noisy. These students are often unwilling to admit they are wrong. They try to preserve their outward image by being defensive and justifying behavior. Frequently when they feel they cannot meet educational standards, they become aggressive.

### Passiveness, Fear

Disadvantaged students who are not aggressive are often passive. They may be unwilling to speak out for their personal identity and self-respect. Yet inside, hostility, anger, and aggression is churning. Disadvantaged students are often frightened. They are afraid someone will find out

that they don't know. A disadvantaged student may be a con-man. Sometimes the disadvantaged student assumes the role of an actor on a big stage, so terrified that some of the script is missing, but determined to save face. Due to parental absence, these students have had little experience with adults or authority on a positive basis. The environment has not been supportive and the student enters our classrooms desperate for attention – positive or negative.

**"Need for Reaffirmation of Existence"**

If attention does not come from the teacher, the disadvantaged student will solicit it from a peer group. Many of these students have little or no faith in themselves. Most of them do not join clubs. Many do not participate in extracurricular activities. They have not been elected to offices or other positions demonstrating leadership. Recognition is not given to them for outstanding scholastic achievement. They are ignored by a majority of their peer group, ignored by their teachers, and ignored by the system. These students seek any action that either reaffirms their self-existence or alleviates their pain.

In the *Instructor's Handbook for Working with Disadvantaged Students*, by Fred Robinson,[1] seven characteristics of disadvantaged students are cited. All disadvantaged students display some of these characteristics. A better understanding of these characteristics assists instructors in reaching these students.

1. **Disadvantaged pupils do not see their culture reflected in the school.**

   Schools are filled with bulletin boards, textbooks, films, teachers, administrators, secretaries, etc., which allow the average "middle class" Americans of all races and religions to feel at ease within the environment. They blend in with the surroundings and, in most cases, like the atmosphere of our schools; however, many disadvantaged pupils do not feel they are average Americans and do not identify or model themselves after those examples set forth in the educational setting. Administrators must hire and train persons from poor environments to work along with and help teach students. They must include in their bulletin boards pictures from magazines that are representative of the culture with which their students identify. It may take more effort on the part of the educators, but providing models and a more motivating environment

[1]Mr. Robinson is an educational consultant, Calhoun Area Vocational Center, Battle Creek, Michigan, 616-968-2271.

for disadvantaged pupils will reap benefits.

2. **Disadvantaged pupils are essentially non-verbal in a structured situation.**

   Because many of these pupils suffer from a poor self-image and a feeling of isolation, they lack confidence and have a strong fear of always being wrong. To give an incorrect answer, to the disadvantaged youth, negatively reinforces their own doubts about their ability. Therefore, to protect themselves from this self-defeating concept, the pupils will remain very close-mouthed when it comes to classroom discussions over abstract or academic subjects. In reality, research shows that a real learning environment for all students comes when the learning activity is very loosely structured and the student is allowed to learn that which is relevant to him as an individual. For a more detailed study of this concept, it would be wise to read Carl Rogers' book, *Freedom to Learn.*

3. **Disadvantaged pupils are more at ease when using their heads and hands in solving a problem.**

   Usually, in lower socio-economic subcultures, language is used to express concrete ideas. Most things are not discussed in abstract. Bill Cosby fans probably recall his skit about the street football game. Remember how they used glass, rocks, bottle caps and such to represent the various positions?

   In the classroom those things which are discussed in abstract must also have some concrete examples so that the whole class can learn what it means. In teaching math concepts especially, the teacher must be creative and devise ways in which abstract items can also become concrete. It is better still if the pupils could manipulate a problem physically in order to solve it.

4. **Disadvantaged pupils are not concerned with high order needs. It is important to remember that values are learned, not inherited.** When people reach the point or need respect and self-esteem, they have learned to display certain behaviors. For instance, the respected person in a community may have displayed behaviors of honesty, promptness, courtesy, etc., and serves as a model for community members.

   In other communities the models who were respected or held in esteem may have had different behaviors. In the rural or isolated areas the only person who may have been held in esteem was the

father, and so the children learned his behaviors as their need for esteem began to emerge, even though the father may have been a boor in the eyes of other people.

Educators tend to forget that values and esteem behaviors are learned. They don't take into account that the behavior models for all individuals are not the same. In fact, some persons may not have reached the point where they have esteem needs at all. A person whose need is physiological, such as food, will steal it whether he is six months old or sixty years old. Persons who are constantly hungry and have a chance to eat will not go to class until they finish eating. They don't care whether they are ten minutes late or not. As an instructor, to get mad and bellow that promptness is more important than filling an empty stomach, is an unnecessary waste of precious energy, in terms of getting the pupils to change their behavior. It also tells the person how far away you really are from understanding his needs. If an educator understands what the students' needs are, they can deal with the problems in a way which does not place a brick wall between them and the student.

5. **Disadvantaged students also want the good things in life and, therefore, feel they should have it. Period.**

When a child wants a doll, a toy car, or a popsicle, and the parents said he couldn't have it, how do they react? Most kids storm, rave, and cry. That's about all they *can* do, because children are powerless to do anything about it. As they get older, they begin to find alternate ways of getting the things they desired. They also come to realize that there were things they wanted, but since they knew they couldn't have it at that time, they didn't dwell on the thought very long.

Many disadvantaged pupils have never advanced beyond the small child stage. They don't gain the experience of discovering alternate ways of getting what they want, except through unlawful means because they haven't learned to experience the benefits of "deferred gratification." Deferred gratification is learning that the things you can't get now, you can get in the future if you set it as a priority or goal. The new couch a family wants but can't afford now will be theirs eventually, because mom or dad will work and save for it. In most truly disadvantaged homes, the new couch is wanted but never comes, because there is only enough money to

sustain the family. Another couch may replace the old one, but it is never new and usually never admired.

So the children grow up feeling that those things they want, they should have, but are mad because they feel they'll never get them.

6. **Peer groups set conditions upon which they will accept the disadvantaged youth.**

There is no question about it; given the choice of being accepted by 21- to 65-year-old teachers or 16- to 18-year-old youths, teenagers will choose the latter. If their peers demand that they reject authority, or disturb the class, then they will do this. Educators must attempt to jump over the various hurdles students carefully set to prove to their peers they are still the same person they know and love. Techniques of hurdle-jumping will be discussed later.

7. **Disadvantaged pupils, contrary to popular belief, are very scared and immature (but they don't want educators to know it).**

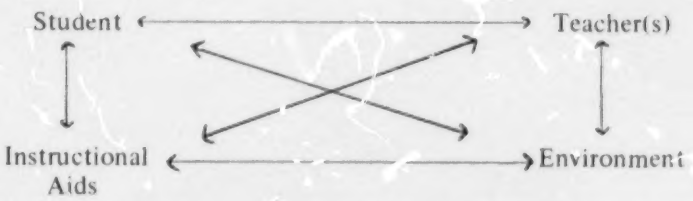
It doesn't take a genius to deduct that young men and women who are isolated, whose parents (or parent) have had a limited education, who have experienced little in life, who have few books and magazines to read, who have not traveled much, will not mature at the same rate as other kids who have had the above advantages. How do educators get the idea that disadvantaged kids know more than teachers? Educators may get this ridiculous notion from observing the youths' sexual behaviors. The males are very conscious of their masculinity. The disadvantaged females show off their femininity. How else can they show their maturity? This is the game they can play – it's the grown-up adult game. It's, for the most part, just a game.

However, the fact that comes out of this belief is that the teachers will avoid youths who outwardly show sex conscious behavior.

## CHAPTER II

## THE CLIMATE

The climate for learning is important to all learners, but especially the disadvantaged and others who have special needs. Although there has been great emphasis upon physical structuring of the classroom, we must go beyond this to get complete understanding of the learning climate. This diagram illustrates four important elements of classroom/laboratory climate.



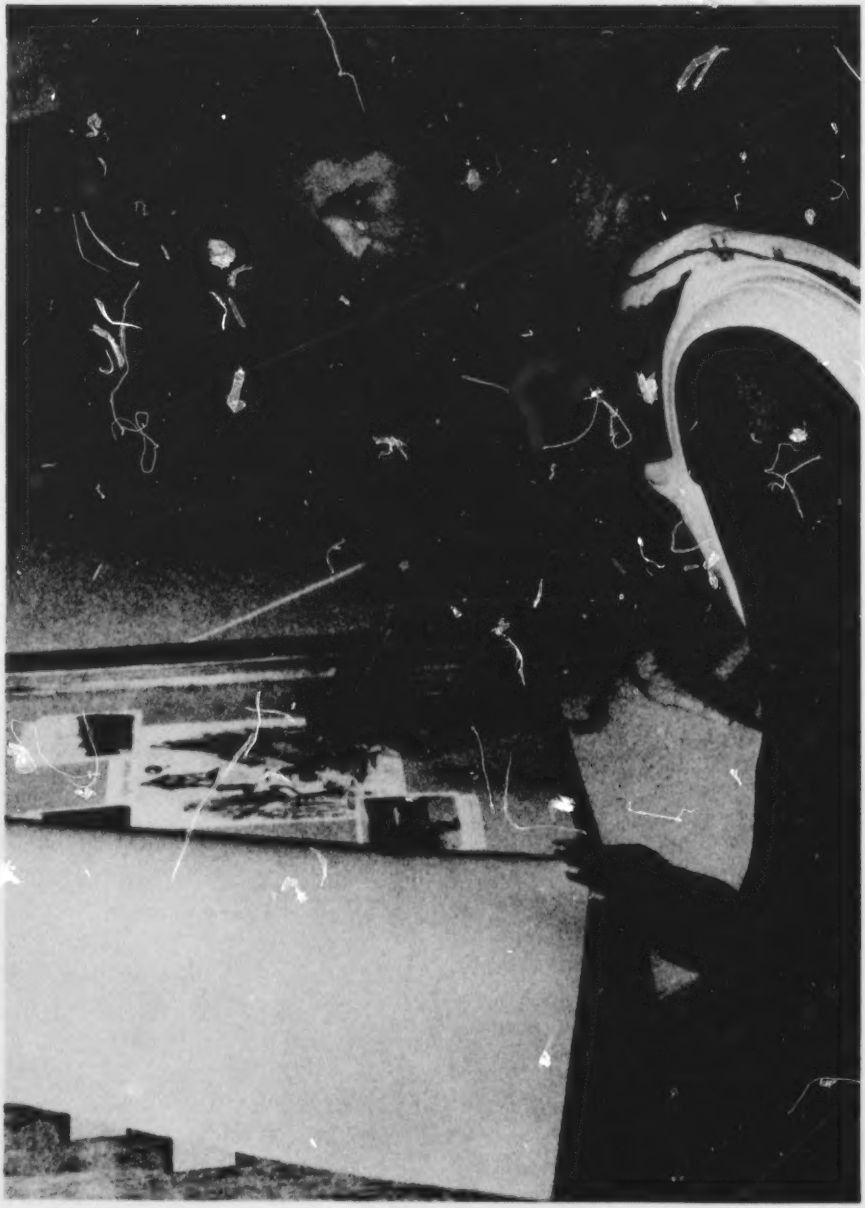

If a student is having difficulty in accomplishing a task in the vocational laboratory, we need to look at the variables which may have influenced poor performance or unusual behavior. The variables to be considered are: (1) environment, (2) instructional aids; (3) teacher(s); and (4) student.

### Environment

We have all seen poor student-environment interactions. Sometimes a student is reinforced by his classmates (environment) for being the class clown. Other times, the influence of poor student-environment interactions can be seen when the same class clown has interfered with another student's concentration. This type problem often lies in the interaction between the student and his environment, rather than within the student himself.

### One Solution — Criticize in Private

Some teachers we talked with felt that a student in relation to his/her environment was a critical issue that many educators were unknowingly compounding. "Many times teachers create a lot of behavior prob-



*Joyce Busby, CVAE Coordinator, Calhoun High School, establishes a positive learning climate by working individually with her students.*

lems in the way they handle themselves in class. Teachers set kids up to be defensive by cutting them down in front of the peer group," commented one vocational instructor. This instructor, along with a number of others, stressed the importance of removing students from their peer group before any confrontation occurs. In a group situation, most students are busy trying to save face. It is difficult to listen and defend oneself simultaneously.

### The Star Trek Transporter Beam Theory of Discipline

A secondary teacher in the DeKalb School System shared his method for avoiding further stress between a student and the environment. He called his technique "The Star Trek Transporter Beam Theory of Discipline." "Instructors on my hall cooperate with each other by accepting any unruly child into their class for the remainder of a period. The first day of class I always explain that I enjoy what I do, and as long as a student is in my class, I want to enjoy teaching him/her. However, I go on to add that as soon as anyone makes it unpleasant for me to teach, that person will disappear. The rest is easy. As soon as a problem occurs, I lightly address the fact by a very general statement concerning disappearing. If the hint does not take hold, I ask to see the student in the hall. At this point, I always ask just one question, "Do you know why I'm sending you to Mr./Ms. _____'s class?" If the answer is "yes," then off they go for the remainder of the class. Oddly enough, this student will create no problems in the new environment. The process sufficiently punishes the behavior, and the learning environment is maintained. "The next day I start with a clean slate. I try not to rehash old news," he continued.

### Learner Style and Instructional Aids

The appropriateness of instructional aids also influences student behavior and performance. Close attention must be paid to choosing and utilizing materials which match the way that individual disadvantaged students learn. A skilled teacher is one who can explain a problem or concept well and in many different ways. Instructional aids can frequently assist instructors in doing this.

Deciding which aids are most effective in assisting a particular student or group of students requires thoughtful consideration. One of the

most important aspects of selecting instructional aides to be utilized with disadvantaged and other special needs populations is matching the aid with the individual student. All instructional aids obviously are not effective with all students. In order to be successful, instructors must be able to determine which aids are most likely to be effective with which students. An awareness of individual learning style is a must for insuring "a match."

### Providing "The Match"

A simple method for evaluating how to match a student with an instructional aid involves three steps:

1. **Observe what activities the student selects when given a choice.** Some students prefer watching a demonstration or viewing a filmstrip (visual activities). Other students prefer listening to a lecture or cassette tape (auditory activities). Still other students prefer jumping in immediately to a "hands on" approach (tactile). Many students prefer a combination of sensory approaches such as a combination of visual, auditory and tactile activities which are involved in a filmstrip with cassette tape and concluding hands on activities. Many times we simply stop watching for clues. When a student complains, "This is boring," or "I don't like this," it's easy to become defensive. Often these comments are indicators that the student does not learn well in this way. If we are to be successful, we must utilize this information to accomplish a better match between student and instructional aids.
2. **Be creative – Think of new ways that old materials could be used.** Many times we become rigid and routinized over the years. We find a lesson plan that works for us and we use it over and over. We use materials in one way, never stopping to consider modifications or alternate approaches. One of the biggest problems with this type rigidity is that we become bored, and because of our lack of freshness and enthusiasm, it becomes increasingly difficult to motivate students.
3. **Encourage feedback from the student.** Learning can not occur at an optimal level without feedback. Not only does the teacher need to give feedback on a regular basis, but the teacher needs to request student feedback. Student feedback is one of the surest

ways of knowing how a student is doing. If feedback is to be encouraged, however, it must be sincerely requested and utilized. Students need to see that you want their negative criticism as well as positive. They must understand that it is permissible not to like a certain activity or material and that the instructor will not take their criticism personally.

### Instructional Aids — The Selection Process

Before purchasing or making any instructional aid for use with the disadvantaged, the instructor should consider the following:

- Will I have easy access to any equipment necessary for utilization of the aid?
- Is the aid durable and attractively designed?
- Is the material sequential and well paced?
- Does the aid have special features which will encourage students to remain on task? (Student response feature, game format, etc.)
- To what extent is the material flexible enough to permit additions, deletions or modifications of content?
- To what extent is the material useful with both individuals and groups?

Naturally, it is best to preview all materials prior to purchase, if possible.

Most vocational instructors interviewed who felt that they were successful in utilizing instructional aids with their disadvantaged students agreed that while these aids helped, they couldn't replace the instructor. "It is extremely important," commented a post-secondary metals instructor, "that the instructor work closely with disadvantaged students when using instructional aids. So often in the past these students have been given handouts, workbooks and filmstrips as a substitute for instructor attention. This has compounded their learning problems and made many of these students leery of instructional aids."

There are a wide variety of instructional aids available to the vocational instructor. These include projected aids (films, filmstrips, slides, transparencies), display aids (posters, chalkboards, wall charts, flip charts), three dimensional aids (models, mock-ups), and printed aids (handouts, workbooks, job sheets).

*Machine Shop student at DeKalb Tech utilizes instructional aid which has a response feature and matches her learning style.*

### Utilization of Aids

When utilizing instructional aids with the disadvantaged, the following should be considered:

- The instructional aid can not substitute for the instructor. Together they must work as a team. The instructor must interact with the student regularly while the aid is being utilized.
- The instructor must know exactly what is to be accomplished through the use of each aid, and feel comfortable that the student and specific aid are a good "match."
- All materials and equipment should be prepared ahead of time so students will not become restless or disinterested.
- Before utilizing any aid, explain to students what is to be accomplished through the use of the aid, or what they are to look for.
- If student(s) are unable to master material, attempt a different approach of concepts. This may be done by utilizing a different method of explanation or utilizing other instructional aids that approach the same concepts in another way.

### Teachers Who Succeed — A Profile

The role of the teacher in creating the overall classroom/laboratory climate is extremely important. Many educators feel that this is the most important consideration in determining end results. Observations and discussions with a number of vocational educators in Northwest Georgia led us to develop the following profile. It appears that teachers who possess these characteristics are most successful in creating a climate conducive to learning and growth for all students, but particularly those who have special needs.

- Flexibility – Teacher is willing and able to change and adapt. Teacher enjoys trying new approaches and finding new solutions to problems.
- Non-judgmental nature – Teacher is sensitive to and accepting of differences in background, experience, and values among people.
- Sense of humor – Teacher can laugh at his/her own mistakes and shortcomings, and laugh with others at appropriate times.
- Concern for the student as an individual – Teacher relates to student as an individual with unique interests, fears, problems, and abilities. Teacher is continually alert to new ways to get to know more about the student's uniqueness.

With respect to finding out more about students as individuals, we have found that educators have utilized a number of methods. Linda Powers, former instructor and counselor with DeKalb C.E.T.A., has used a questionnaire designed by Dr. Sidney Simon and Ms. Sally Wendkos entitled, "Who Am I?", with many of her students. Many other instructors have utilized similar questionnaires which they devised for their own use. The questionnaire utilized by Ms. Powers is on page 16 of this handbook.

Larry Siefferman, former disadvantaged specialist at Walker Area Technical School, feels that a variety of methods are necessary in order to really get to know all students. He feels that students who are competent writers often like to have the option of filling out questionnaires or writing an essay type response about their lives. Students who have difficulty writing or expressing their feelings in writings are often better equipped to utilize another approach such as answering questions on a tape or talking privately to the instructor. Larry cautions that throughout this process, it is critical that the student sense an authenticity about the instructor. "The student must know," continued Larry, "that the instructor is interested in the student because he values him as a person and not in order to have lively conversation to share with other teachers. Confidentiality must always be insured."

Timing is another important aspect which teachers need to consider. Sometimes students are unable or unwilling to reveal themselves, but become more receptive at a later date. An unfortunate mistake commonly made by some instructors is that of insisting that all students complete biographical information at a given time, or in a prescribed fashion. Those instructors who allow students to set the pace and tone relative to these issues tend to be much more successful.

WHO AM I?

Date _____

My name is _____.

My address is _____.

I was born on _____, which makes me ____years old.

My sign of the zodiac is _____.

My social security number is _____.

I have lived in _____ for ____years. Before that I lived in ____different places. They are _____

_____.

I am the _____(1st, 2nd, 3rd, etc.) child in a family of _____.

I have ____sister(s) and ____brother(s).

The chores that I do at home are _____

_____.

The thing my friends like best about me is _____

_____.

I think the best thing about me is _____

_____.

A person I would like to be is _____

because _____.

The thing I am proudest of having done is _____.

I am in the ____grade at _____ school.

My job is _____.

I work for _____.

My favorite (teacher, boss) was _____ because _____

_____

My worst (teacher, boss) was _____ because _____

_____

The best thing about school / work is _____.

The worst thing about school / work is _____.

If I were a (boss, teacher), I would (act, teach) this way: _____

_____

(On my job; In school) I like best to work (alone, with one other person, with a group). _____

My favorite color is _____ . This color makes me think of _____ .

My favorite food is _____ .

My favorite TV show is _____ .

My hobby is _____ .

In my free time I like to _____ .

Some of the things I don't like are _____ .

If I could buy anything I wanted, I would buy _____ .

If I could go anywhere in the world, I would go to _____ .

If I could do anything I wanted, I would _____ .

If I could be any animal for a day, I would be a _____ .

I would really like to see _____ .

A famous person I would like to meet is _____ .

The thing that makes me most unhappy is _____ .

The thing that makes me happiest is _____ .

If I could have one book, I would like a book about _____ , but I would never read a book about _____ .

I would like to ask a wise person these questions:

1. _____ ?
2. _____ ?
3. _____ ?

Source:
*Helping Your Child Learn Right From Wrong*
by Dr. Sidney B. Simon and Sally Wendkos Olds

Now, a look at the climate from another perspective. We have focused upon making the climate work for the students. It's also crucial, however, that the environment work for the teacher.

### Facilitating Communication Among Teachers

The "environment" covers everything from the total school building to your individual lab or classroom. Chattooga High School has taken a long look at their physical surroundings and put forth effort to utilize the structure in the most effective manner. They have a T-shaped building which could have been used to separate vocational classes from those in traditional education. Instead they incorporated the two together and began using a cross-disciplinary approach. The faculty and administration took it even a step further. A common faculty lounge provides opportunity for casual sharing. Joint faculty meetings enable academic and vocational instructors to unite, sharing ideas and developing solutions to joint problems.

### Making Your Environment a Nice Place to Be

Individual laboratories and classrooms should also be analyzed. Students spend anywhere from a few hours per week to many hours a day in this environment. Since teachers spend almost all day in this setting, those who make this environment a place in which they are happy to spend time appear most satisfied. Some of these teachers shared a few hints on how to accomplish this . . . "Plants are important to me – somehow gives the lab a cheery look." . . . "You see my favorite posters are on the wall – and I try to change the bulletin boards frequently. I get bored looking at the same things." . . . "Music – my music – I play tapes between classes. Now my students sometimes give me a hard time about that 'hillbilly sound' – but I find if I can put a little music in my head I cope better. I smile more."

We create our climate. No, not with arrangements of chairs, desks and media materials. No, not with plants, posters, or music. But with our feelings about what we do and how we do it.

## CHAPTER III

## EFFECTIVE MANAGEMENT

Vocational educators are responsible for preparing their students for the work world. Seeing that these students are successfully employed in jobs for which they have been trained is becoming increasingly critical. Accountability in vocational education is continually stressed.

In order for vocational educators to meet the goals and objectives which are so much a part of program survival, it is extremely necessary that they be effective managers. "Effective management of the classroom," commented one secondary transportation instructor, "helps me to get more done more easily. It takes planning to manage well, but it's worth every minute."

### Laboratory Management

Several of the most skilled laboratory managers we observed simulated industrial conditions in a number of areas. Gary Chandler, a secondary construction instructor in DeKalb County, utilizes an industrial time clock and time cards for student arrival and departure from his class. Besides teaching students the use of the time clock, they appear to attach more significance to their punctuality because of this method.

Another liberating and helpful move Gary made was the initiation of permanent hall passes. Gary explained that it takes a great deal of time to stop and write a hall pass each time a student needs to leave the area. The permanent hall passes he utilizes are made from plywood in his construction class.

Both Gary Chandler and Jim Maner, Welding Instructor at Atlanta Area Tech, have found a high degree of success in classroom/laboratory management by setting up a management structure within the class. Jim utilizes a foreman who changes regularly. Gary utilizes a general supervisor in charge of the entire construction laboratory, two foremen and four crew leaders. Setting up a management structure depends on a variety of factors including:

- nature of program
- number of students
- purpose of the structure

Utilization of management structure within a laboratory can result in

- improved student leadership skills
- increased time for instructor to work with individual students, organize, solve problems, etc.
- improved attitude among authority-resistant and poorly motivated students (assuming these students have the opportunity and assistance taking a turn being managers).

Instructors who are most successful provide ongoing guidance and support to their students once the management structure has been set in motion. As with instructional aids, management structure alone cannot make a difference. Instructors must be continually alert to problems and developing new approaches that can improve the system.

An important point mentioned by almost all we talked with – Good management doesn't just happen! It's not an accident. It requires a great deal of planning and hard work.

### Management of Learning

One of the most difficult aspects of learning management among instructors we talked with was motivation. As one teacher succinctly expressed, "You've got to find the key to motivation if you become a skilled learning manager."

Jim Perrotta, a DeKalb County secondary instructor, was extremely concerned with improving student motivation among his students. As a result, Jim developed what he calls "The Money System." This system has been extremely effective for him and several other secondary and post-secondary instructors in DeKalb County. Although it is adaptable to any subject, some feel it can be especially useful and effective in vocational programs.

The essence of the "Money System" involves rewarding students for positive learning and behavior with special money (Jim uses money he has printed through his school print shop with caricatures of teachers on the bills.) Though many educators have initial doubts as to how this could be motivating to young adults it is amazing to see the interest generated by the system.

Students earn "money" for good grades on projects, quizzes, test, homework, classwork, and classroom/lab participation. Students can be fined for tardiness or misconduct. Students are required to pay a weekly

rental fee for their desks and taxes. Students who don't have funds to meet rent or taxes may borrow money from the bank, borrow from other students, or go on "welfare." Money may be used to purchase special privileges.

The money system may be easily modified to meet individual teacher and/or student needs. Those vocational instructors in Northwest Georgia wanting additional information or assistance in setting up a money system for their program may contact the DeKalb SERVE Satellite Center.

A number of instructors interviewed explained that they designated 50% of the entire student grade on laboratory performance. Many felt this was especially helpful to the special needs student who attended regularly and participated in lab experience, but didn't do so well in testing situations.

Jeanette Dupree, Child Care Instructor at Lithia Springs Comprehensive High School, for example, bases only 20% of student grading on testing. The remaining 80% is based on laboratory performance, notebook and file box maintenance, and special projects. This type of learning and grading structure gives many disadvantaged students more opportunity for success.

*Students in Jim Perrotta's class at Gordon High School, DeKalb County, are motivated by the "money system."*

### Managing the Student

The instructors we interviewed and observed who appeared most satisfied with student behavior and learning in their programs were those who had discovered and were currently utilizing a management system(s) which they found to be workable for them.

In some cases, especially in secondary programs, instructors have met with success by setting up individual contracts with students. "Any system which places the student in a position of helping set his goals and becoming more responsible is extremely beneficial – especially for many of our disadvantaged students," remarked a psychologist in the Atlanta area.

"Contracting with students isn't nearly as involved and complicated as I thought it would be," remarked one instructor. "It's amazing," she continued, "how much the students have come to value that individual time we spend discussing their goals and progress! I rarely have problems with the other students while I'm discussing an individual contract with another. It's a great way for me to keep up with each individual student!"

Instructors need to devise systems that meet their individual needs and which they feel comfortable utilizing. Equipment and/or tool checkout systems are necessary, for example, in some laboratories, but not in others.

The management system devised and utilized by welding instructor Jack Northrop, Occupational Division, DeKalb College, includes a student-teacher contract involving attendance regulations and a Daily Average Rating Sheet. These are included on pages 25 and 26 of this manual.

Instructors who work in schools that utilize effective systems for student management are especially fortunate. Chattooga High School in Summerville, Georgia, is one such school. The management system utilized in vocational programs here is called "Job Survival Activity." According to Vocational Supervisor Will Hair, when students enter a vocational laboratory or classroom without appropriate materials, unattentive, disruptive, or inappropriately dressed, they are simply issued a pass and told to report to a supervised study area. This procedure allows instructors to deal with the offending behavior quickly, consistently, and with minimum friction between teacher and student. Administrative support of instructors in the implementation of this system has helped make it quite effective in general classroom/laboratory management.

*Welding instructor Wayne Wofford, DeKalb Tech, reviews his management system with students.* 29

According to Mr. Hair, there has been a significant reduction of offending behaviors since the system has been implemented.

The best managers of students appear to be those who help the student learn to manage and govern himself. Pupils who depend on the teacher to govern them have grown accustomed to following the teacher's signal. Removal of teacher control and signaling in these situations usually results in discipline breakdown.

Avoiding commands is another effective method of decreasing defiance. Like adults, young learners do not like to be ordered around. Consider the following:

Teacher A: The noise is annoying.
Teacher B: Stop that noise!

Teacher A: Your book is on the floor.
Teacher B: Pick up your book.

Teacher B tells students what to do. Teacher A avoids giving orders, but describes the situation. What needs to be done becomes obvious in the context. A positive approach often yields positive results!

DEKALB COMMUNITY COLLEGE
OCCUPATIONAL DIVISION
WELDING DEPARTMENT

Name _____ Daily Average Grade Sheet Quarter _____

| SCORE | 0-5 | 6-10 | 11-15 | 16-20 | REMARKS | 3-WEEK SCORE | TOTAL SCORE |
|---|---|---|---|---|---|---|---|
| SAFETY | Unsafe Horseplay | Practices Some Safe Practices | Works Safely Most of Time | Works Safely All the Time | | | |
| CARE OF TOOLS & MATERIALS | Careless of Tools and Wastes Materials | | Careful of Tools and Materials | | | | |
| WORK HABITS | Wastes Time and Bothers Others | Little Evidence of Planning | Works With Fair Amount of Planning | Works With Little Supervision | | | |
| WORKMAN-SHIP | Unacceptable Poor | Acceptable Rough | Acceptable Uneven | Acceptable Good | | | |
| ATTEN-DANCE | Poor | Fair | Good | Very Good | | | |
| GRADE | | | | | | | |

INSTRUCTOR _____ DATE _____ TOTAL _____

## WELDING DEPARTMENT
## ATTENDANCE POLICY

1. I understand that I am going to participate in an individualized program of study at the Occupational Division of the DeKalb Community College.
2. I understand that I am committing myself to a full-time program as designated by the school.
3. All students must clock in when reporting to class and clock out when leaving class for the day.
4. Any student failing to clock in or clock out will *not* receive time for that day. It is each student's responsibility to maintain his/her own time card.
5. Student shall contract a schedule for periods he/she will attend for duration of course. Periods per day and days per week shall be specified.
6. This program follows the period schedule as published for the Occupational Division each quarter. Roll will be checked each hour and any student absent from class when roll is checked will *not* receive time for that hour.
7. When a student's hours missed total 10% of the total contract hours for the course, a warning shall be initiated. At this point in time, if feasible, an instructor-student conference shall be held and documented. Conference shall make clear that student has entered a probationary status.
8. When a student's hours missed total 15% of the total contract hours for the course, he/she is subject to an instructor-initiated withdrawal from course, with approval of instructional coordinator.
9. A student taking concurrent courses during his contracted hourly schedule will be withdrawn from these courses.
10. I have read and understand the above instructions.

Student Signature _____

Instructor Signature _____

Date _____

## CHAPTER IV

## EFFECTIVE INSTRUCTION

"Just read the material again – you'll understand." "Try to work the problems on your own first, *then* we'll discuss them."

"I told you once how to do this – you should have listened the first time!"

How many times have we heard these phrases used? Or, how many times have we said these things ourselves? Many educators are not aware that individuals learn at varied rates and in different ways.

Historically, education dealt with the 3 R's and utilized only a few methods including lecture, recitation, and use of printed materials. Testing was traditionally one form – the objective, written exam. Although these approaches are effective with some students, problems occur when other students are not able to learn in this way.

### Learning/Teaching Style Evaluation

If we are to be effective with all students, we must evaluate our own teaching styles and match these with individual learning styles.

Does this sound complicated and time consuming? It need not be. The following approach, developed by Dr. E. L. Kurth and Robert L. Fritz at Auburn University, is one that some instructors have found helpful. It involves surveying students to get quick information on how they perceive what they learn best and on what methods they feel you, as an instructor, utilize most frequently.

Utilization of this procedure requires duplicating each of the following three forms. You should complete the first form and ask students to complete forms II and III.

Additional information about this procedure can be gained by contacting Dr. E. L. Kurth, Vocational and Adult Education, 5024 Haley Center, Auburn University, Auburn, Alabama 36849.

## SURVEY I

## TEACHER LEARNING STYLE INVENTORY (A)

| | Usually | Sometimes | Rarely |
|---|---|---|---|
| 1. I communicate with friends and colleagues by telephone rather than by writing messages to them. | ☐ | ☐ | ☐ |
| 2. After I write a letter, I ask someone to read it aloud to me so that I know how it sounds. | ☐ | ☐ | ☐ |
| 3. People say I speak more understandably than I write. | ☐ | ☐ | ☐ |
| 4. I quote statistical data to others in order to prove my point in an argument. | ☐ | ☐ | ☐ |
| 5. When taking courses in mathematics, I find it easy to "talk in formulas" with my classmates and teachers. | ☐ | ☐ | ☐ |
| 6. I can remember a telephone number once I have heard it. | ☐ | ☐ | ☐ |
| 7. I prefer classes which rely heavily on textbooks for information. | ☐ | ☐ | ☐ |
| 8. I score high on achievement tests which depend upon reading comprehension. | ☐ | ☐ | ☐ |
| 9. I prefer to read a newspaper myself than have someone read it aloud to me. | ☐ | ☐ | ☐ |
| 10. I keep accurate written records in my checkbook. | ☐ | ☐ | ☐ |
| 11. When I am in a group of people trying to solve a written mathematical problem, I am among the first to reach the correct solution. | ☐ | ☐ | ☐ |
| 12. When I go shopping, I read the price of each item and keep a running total in my head. | ☐ | ☐ | ☐ |
| 13. The tone or inflection of a speaker's voice gives additional meaning to his words. | ☐ | ☐ | ☐ |
| 14. I can recognize who is on the phone just by listening to the voice a few moments. | ☐ | ☐ | ☐ |
| 15. I can remember music well enough to recognize a "tune" the next time I hear it. | ☐ | ☐ | ☐ |
| 16. I choose clothes for the way they look on me. | ☐ | ☐ | ☐ |
| 17. I enjoy looking at art work. | ☐ | ☐ | ☐ |
| 18. A story is easier to understand in a movie than in a book. | ☐ | ☐ | ☐ |

## SURVEY II

## TEACHING STYLE EVALUATION

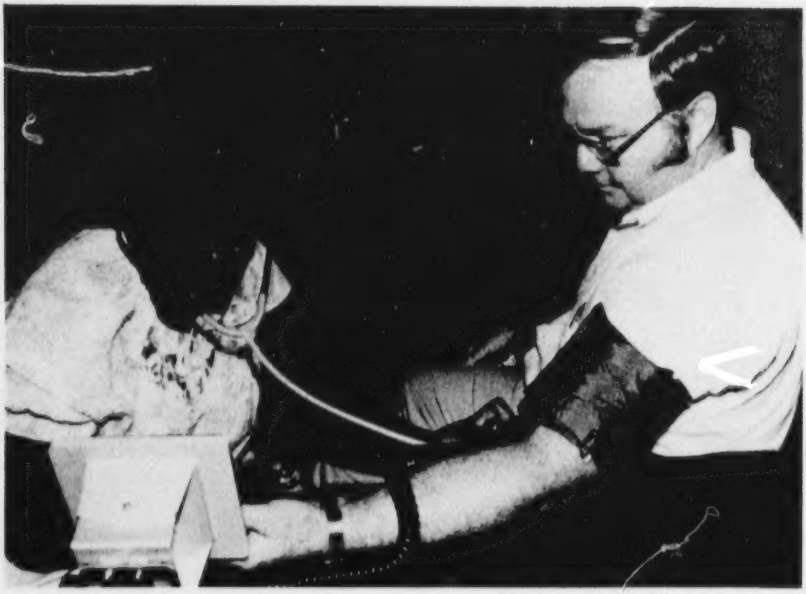
Please take a few minutes to evaluate my teaching methods. I am interested in making sure I am using enough variety of teaching styles which work for you. It will be a big help to me if you carefully evaluate the following methods, think about which ones you feel that I use fairly often, and check how often I use each. Thank you.

| | Usually | Sometimes | Rarely |
|---|---|---|---|
| 1. Discussion of material | ☐ | ☐ | ☐ |
| 2. Lecture | ☐ | ☐ | ☐ |
| 3. Cassette tapes | ☐ | ☐ | ☐ |
| 4. Material presented orally (Lecture) | ☐ | ☐ | ☐ |
| 5. Small group discussion material | ☐ | ☐ | ☐ |
| 6. Cassette tapes covering math problems | ☐ | ☐ | ☐ |
| 7. Using textbooks | ☐ | ☐ | ☐ |
| 8. Writing on blackboard | ☐ | ☐ | ☐ |
| 9. Using workbooks, handouts | ☐ | ☐ | ☐ |
| 10. Math presented on blackboard/or overlays | ☐ | ☐ | ☐ |
| 11. Using math textbooks | ☐ | ☐ | ☐ |
| 12. Giving out work sheets, handouts | ☐ | ☐ | ☐ |
| 13. Using voice changes (tone, phrasing) | ☐ | ☐ | ☐ |
| 14. Using multi-media (movies, slide tape shows) | ☐ | ☐ | ☐ |
| 15. Using realistic examples of people, situations, telling short stories | ☐ | ☐ | ☐ |
| 16. Using graphs, charts | ☐ | ☐ | ☐ |
| 17. Showing photographs or drawings of examples | ☐ | ☐ | ☐ |
| 18. Using colors, shapes, objects | ☐ | ☐ | ☐ |

## SURVEY III

## STUDENT LEARNING STYLE INVENTORY (B)

| | Usually | Sometimes | Rarely |
|---|---|---|---|
| 1. I do better on a test if it covers information I have hear rather than read. | ☐ | ☐ | ☐ |
| 2. I prefer to follow verbal directions rather than written directions. | ☐ | ☐ | ☐ |
| 3. I prefer traditional lecture-type classes. | ☐ | ☐ | ☐ |
| 4. I find it easy to add spoken numbers mentally. | ☐ | ☐ | ☐ |
| 5. Verbal mathematics tests are easier for me than written mathematics tests. | ☐ | ☐ | ☐ |
| 6. It is easy for me to remember the numbers and formulas I have heard during a conversation. | ☐ | ☐ | ☐ |
| 7. I would rather use a map than verbal directions when I am going to a new place. | ☐ | ☐ | ☐ |
| 8. I score high on reading comprehension tests. | ☐ | ☐ | ☐ |
| 9. I prefer to read directions myself rather than to have someone read them to me. | ☐ | ☐ | ☐ |
| 10. I do best on math tests. | ☐ | ☐ | ☐ |
| 11. I solve math problems written on the board faster than most students in my class. | ☐ | ☐ | ☐ |
| 12. In order to remember a phone number, I write it down as soon as I hear it. | ☐ | ☐ | ☐ |
| 13. I can tell a lot about what a person means by the tone of their voice. | ☐ | ☐ | ☐ |
| 14. I cannot study while the radio/TV is on. | ☐ | ☐ | ☐ |
| 15. I tune the radio by sounds, not by the numbers on the dial. | ☐ | ☐ | ☐ |
| 16. I prefer to read books which are illustrated by pictures or drawings. | ☐ | ☐ | ☐ |
| 17. A story is easier to understand in movie form rather than book form. | ☐ | ☐ | ☐ |
| 18. I like to look at art work – photographs, paintings, etc. | ☐ | ☐ | ☐ |



*Vocational supervisor Robert Orr, Newnan High School, allows a Health Occupations student to practice her skills in taking blood pressure.*

When all three surveys are completed and collected by the instructor, each survey may be quickly evaluated for "styles." All three surveys are broken into the same sections. These sections descriptions are as follows:

**Section 1** (Items 1-3) Auditory language – Learning/Teaching by using the spoken word. Examples include hearing a lecture or participating in a discussion.

**Section 2** (Items 4-6) Auditory mathematics – Learning/Teaching using verbal numerical symbols, relationships, and measurements.

**Section 3** (Items 7-9) Visual language – Learning/Teaching from written words. Someone who reads with better than average comprehension and can process written communication well.

**Section 4** (Items 10-12) Visual mathematics – Learning/Teaching by using visual numerical symbols, relationships, and measurements.

**Section 5** (Items 13-15) Auditory Artistic – Learning/Teaching by auditory methods. A high score in this area indicates ability to distinguish between sounds, tunes of music, and other purely phonic sensations.

**Section 6** (Items 16-18) Visual artistic – Ability to learn/teach by use of sight indicated skills in discriminating forms, colors, shapes, and other graphics.

Instructors should break each survey into the six sections (numbers 1-3, 4-6, 7-9, etc.). Three points are given for a *Usually* response, 2 for *Sometimes*, and 1 for *Rarely*. If Survey I and Survey II correspond in section points, you are probably teaching in accordance with your own learning style. If Surveys II and III correspond in section points, you are probably meeting your students' learning needs and teaching them accordingly. If there are major discrepancies here, perhaps all that is needed is some more variety of media usage or a more varied approach to presentation of material. This process can be more fun than effort.

Students are frequently quite cooperative in the process when they understand its purpose. Some teachers find it extremely helpful to discuss the results of the surveys with students in order that they may be more aware of their own individual learning styles.

Many teachers find the Teaching Style Evaluation especially enlightening. Reviews and discussions of these evaluations indicate that teachers tend to teach as they were taught. For those of us who were taught more traditionally, it takes a great deal of effort to try new approaches. Those teachers who have the courage and energy to break out of old routines and approaches often feel more successful, effective, and less frustrated.

### Reading and Math Deficiencies--What's a Vocational Instructor To Do?

Many secondary and post-secondary vocational instructors with whom we talked were disturbed by problems experienced by many of their disadvantaged students in the areas of reading and/or math. "What's a vocational instructor to do?" anxiously inquired one instructor, "when you're trying to teach construction to a student who has little knowledge of fractions and basic measurements?"

Though there are no easy answers to the problem of academic deficiencies which can limit vocational progress, we discovered several vocational instructors who were implementing approaches which were proving fruitful for them.

David Jackson, Graphic Arts instructor at Rossville High School, finds that one of his biggest assets is his rapport with other instructors in his school. David works hard at establishing a positive relationship and discovering ways that he can "team" with other instructors to provide assistance to his students who are having academic problems. Some-

*Disadvantaged Specialist Tracey Axelberd assists instructor Bill Penland in working out a plan for a disadvantaged student.*

times this teaming involves David's talking with one of the math instructors or the reading specialists in his school about a problem exhibited by a student. At times he feels he can gain insights or information from these professionals regarding ways he may help the student. On other occasions he says he finds it most appropriate to discuss the possibility of scheduling a student for a class or for remedial help.

David has found the relationship he has developed with his vocational special needs instructors (RVI, CVAE) and special education teachers to be especially helpful. Since these professionals are specially trained to work with special needs students, they have many ideas and approaches which often prove extremely effective. Interestingly, some of the most successful secondary and post-secondary instructors we have observed report that they work very closely with the special needs personnel in their schools. As one secondary vocational instructor expressed it, "I really depend on advice from my CVAE coordinator in working with these students. I call on him often."

Career Development Center (CDC) and Coordinated Vocational Academic Education (CVAE) personnel in Northwest Georgia appear extremely receptive to assisting instructors in becoming more proficient in working with disadvantaged students. As one CDC member expressed, however, "We must know that there is a problem before we can help. It is critical that instructors feel free to discuss their problems in teaching special needs students with us if we are to be of real assistance."

**The Root of the Problem . . .**

Most often it is extremely difficult to know how to proceed with a student who has serious academic problems until understanding the nature and scope of these problems. Often it is necessary to get assistance in determining the nature of a student's academic difficulty. When discussing student problems with counselors, psychologists, special needs personnel or other specialists who are acquainted with the specific student in question, the following questions may assist the vocational instructor:

- What do you see as the primary cause(s) for this student's academic difficulties?
- Do you feel that academic remediation attempts would be effective? If so, what type remediation efforts would you suggest?

(Efforts by vocational instructor within the vocational setting, special individual tutoring, remedial class or lab, etc.)

If the academic problem is minimal, it is often extremely beneficial for the vocational instructor to assist the student within the vocational setting. Sometimes remediation materials can be borrowed from special needs or academic instructors within the school. Occasionally through special projects, such as Project SERVE, instructors can order special materials to utilize in remediation attempts with these students. Usually the more pronounced the academic problem, the more likely the vocational instructor will need additional assistance in working with the student.

The vocational instructor's guidance and assistance is especially critical to those students for whom it appears that remediation attempts will most likely be unsuccessful. It is important that these students be assisted in developing alternate approaches to learning material, when possible. For example, students for whom additional progress in reading seems unlikely might be assisted in utilizing tape recordings, filmstrips, and additional methods for acquiring information that do not require reading. Often with these students, curriculum modification must be made. The wise vocational instructor becomes skilled in utilizing multiple exit points when appropriate in these situations.

### Motivation

One of the most frequently mentioned problems affecting secondary vocational instructors in Northwest Georgia is student motivation. Instructors we have observed and talked with who appear to be most successful in motivating their students have utilized many of the suggestions outlined in *Motivation and Discipline in the Vocational Classroom: A Delphi Approach.* Some of these suggestions include:

- Praising the student for part of the job that was correctly performed, even if only part of the entire task was completed correctly.
- Not criticizing students for small errors.
- Keeping written records of individual student achievement and regularly reviewing them individually with students.
- Encouraging students to plan as much of their work and goals as possible.
- Encouraging students to share out-of-school experiences and tie to course content.

- Keeping an up-to-date progress chart posted for each student.
- Permitting student choice in applicatory activity.
- Utilizing peer and self-evaluation of student projects.
- Having former students who are successful speak to class.
- Telling students the purpose of each instructional activity.

### Note-Taking

Most students have difficulty taking notes. Many instructors have discovered that handout sheets which can be duplicated and distributed to students are a more effective method of conveying information.

Instructors who feel they must utilize lecture and note-taking from time to time may find that some of the following suggestions will help their students improve note-taking skills

- When introducing any new word or term, always write the word or term on the blackboard, or utilize the overhead projector as it is introduced. This signals students it is important and helps them write it correctly.
- Emphasize important key concepts and ideas that are especially important for students to remember.
- Review new concepts and ideas regularly as you proceed.
- Watch for signals from your students. If student interest appears to be declining as you proceed, try varying the approach and involving the students in a more active way. If it appears that students are having difficulty keeping up, slow your pace. Be certain that you are speaking distinctly and loudly enough to be heard by each student.
- Don't lecture too long! If it appears that students are uninterested, or not comprehending despite your modifications, **STOP**! Continuing the lecture will not "make" the students learn.

### Demonstration

Demonstration is one of the most effective instructional techniques that can be utilized with many disadvantaged students. Because some disadvantaged students need to have demonstrations repeated and/or need review at a later date, the utilization of a video tape machine can be a great asset. During a demonstration it is extremely important that the instructor:

- Go through the procedure slowly and carefully, making sure that each step of the process is covered.
- Encourage the students to ask questions.
- Ask questions to check on student understanding as you proceed.
- Review and summarize key points.

Remember that an important follow-up to any demonstration is providing students an opportunity to demonstrate what they have learned. For many disadvantaged students, this is best accomplished by providing this opportunity as soon after the actual demonstration as possible. Sometimes these students will be reluctant to attempt a task. They may need assurance and support from the instructor or another student as they perform. It is extremely important that those providing assistance to these students help them feel good about the part of the task that they can successfully accomplish.

Since many disadvantaged students tend to be less skilled in language skills, there is a tendency for best success with instructional activities such as projects, demonstrations, and field trips. Other techniques such as lecture, discussions, question and answer and case study, because of their heavy reliance on verbal skills, are usually less effective unless very carefully utilized by the instructor.

## CHAPTER V

## EVALUATING THE RESULTS

Evaluating student skills and knowledge is a vital part of the teaching process. Because many disadvantaged students have had previous negative experience with evaluation, it is especially important that the vocational instructor be skilled and positive in the evaluation techniques utilized. Learners need constructive guidance rather than destructive criticism. Good evaluation does not judge products or people, but provides information.

*Carole Pattilo, Carrollton High School, provides immediate feedback to student following oral test.*

### Testing

Traditionally, written tests have been equated with evaluation in most learning situations. All students were expected to respond to written tests with equal ease. Today as educators recognize the difference in

the way students learn as well as respond, increasing emphasis is being placed on insuring that evaluation techniques meet individual student needs.

Some vocational instructors have found that oral tests are quite effective for students who have serious reading and/or writing difficulties. Quite often disadvantaged students have the answers, but can't read the questions or provide the written responses required on a written test.

Carole Pattilo, food service instructor at Carrollton High School, frequently utilizes oral testing in her program. Carole's students complete units of instruction independently, using resource materials. When they feel prepared to be tested, they schedule a time with her. At the appointed time, Carole reads five questions to the students. Students have the option of responding in writing or answering verbally. Feedback can be provided to the student immediately. Exams may be retaken until mastery is achieved. Since Carole changes the questions regularly and doesn't prevent other students from "listening in" if they choose, the opportunity for learning is extended to others in the classroom.

Numerous additional oral testing options are available to instructors. Cassette tape recorders and equipment such as the Voxcom have proven helpful to many instructors. Some instructors allow students who are proficient readers to earn extra credit by recording tests for minimal readers and non-readers. Other instructors utilize student assistants or special needs personnel to assist them in recording tests. Although it requires more effort and energy on the part of the instructor initially, one of the real benefits of recorded tests is that they can be reused. Numerous creative approaches are possible for getting tests recorded and/or read to students.

### Selection of Test Questions

Several instructors emphasized the importance of helping the student to see testing as a positive learning experience. "I try to avoid including test questions that would make students feel that I'm trying to trick or outsmart them," commented one transportation instructor. "I try to structure my test," he continued, "so they can see how much they've learned. I don't need to feel big by trying to make them feel stupid on a test!" This instructor and others we talked with emphasized the impor-

tance and value of assisting students in viewing the test as a beginning rather than an end.

Charles Marks, transportation instructor at Chattooga High School, says that he takes care in selecting the type of questions he utilizes. Charles avoids true-false and multiple choice type questions because he says he wants immediate feedback as to what the student is not understanding. Charles says he finds completion questions much more helpful to him in assisting the student.

Since many disadvantaged students tend to have difficulty with verbal expression, essay type tests often prove to be highly frustrating for student and teacher. Other tests which require high level verbal skills or that tend to be unclear and confusing are especially difficult for many of these students. If these tests must be used, instructors may assist by:

- Helping students organize and/or express their thoughts
- Allowing students to ask questions about items that are unclear or confusing
- Letting students know that they understand that certain types of tests are more difficult for them.

### Informal Feedback

A graphic arts teacher shared an incident concerning a student in his class who approached him with a layout. "Doesn't it look sloppy?" Donald asked. The teacher looked at the layout and said, with empathy, "It didn't turn out the way you wanted it to. You are not pleased." Without a word, the student returned to his work station and started on another layout. After finishing he returned to the teacher and asked, "How do you like this one?" "The lines are more distinct," replied the teacher. "You used less color this time. They will copy well on the press," he continued. "Thank you," Donald responded, "I like these colors better, too!"

At times it is more effective for teachers to simply restate what the student is feeling and allow him or her to provide direction. Often it is difficult for teachers to do this. Traditionally, value judgments have been an important part of the evaluation process for teachers. Unfortunately, many instructors are much more inclined to rate a project as good or bad, rather than describe specifically what they like or dislike.

Evaluation consists of two parts – what the instructor says to the

student and what the student says to himself. From the comments made by the instructor, the student draws conclusions about himself. Consider the following comments :

Teacher A: Can't you even install a light switch right? Don't you know anything?

Teacher B: Is that light switch causing trouble again? Maybe this screwdriver will help.

Teacher A's response was damaging. A public attack on intelligence can be especially crippling to a disadvantaged student who is already unsure of his abilities. In a few short sentences, however, Teacher B helped relieve student anxiety, encouraged the student to try harder, and offered another avenue to success.

### Praise and Criticism

Proper use of praise and criticism is extremely important in activities involving teachers leading students to learn. Praise and criticism will be present in one form or another in any situation involving people reacting to or providing leadership to others.

Usually we view praise as a tool for motivating students. A work of caution is advised here. Many times students, especially those who have special needs, feel pressured by praise. Praise or criticism attached to character can be especially dangerous. Consider the following:

Teacher A: You did a good job. I can always count on you. You're such a hard worker.

Teacher B: The equipment is in order now. It was a difficult job, but you did it. Thanks.

Teacher B recognized the difficulty of the task and the student's achievement. The words used allowed the learner to make his/her own inference. Teacher A set up a situation where the student may fear that he/she will fail to be "such a hard worker" sometime in the future and disappoint the teacher. Only praise and criticism that does not judge a student's personality and character makes it safe for him/her to err without anxiety.

The following are some specifics on how to encourage students verbally:

- "I like the way you . . ."
  Students should be encouraged when they don't expect it. Even a

comment about something small and insignificant to the instructor may be of great value and importance to the student.

- "You have improved in . . ."
  Students may not be where we would like them to be, but if there is progress, there is less chance for discouragement.
- "I like you, but I didn't like what you did."
  Often a student feels he is not liked after he has made a mistake or misbehaved. A student should never think he/she is disliked. It is critical to distinguish between the student and his behavior.
- "Let's try it together."
  Students who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.
- "So you made a mistake now, what can you learn from your mistake?"
  There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the student a great deal, and he will learn if he does not feel embarrassed for having made a mistake.
- "Keep trying. Don't give up."
  When a student is trying, but not meeting much success, a comment like this might be helpful.

### Observations

Often instructors discover that instructor observations are a valuable part of student evaluation. Observations for this purpose are as organized as any other form of testing and are usually accomplished by a checklist. Since personal characteristics are extremely critical to the success of a disadvantaged student, a sample checklist follows on page 44.

Again, as with other aspects of evaluation, it is extremely important that this be approached with students as a vehicle for learning and growth, rather than a punishment. Checklists should never be used as a method for comparing students with others. Checklists are frequently most effective when utilized in conjunction with periodic private discussions with students about their progress. Checklists may be successfully utilized by students for self-evaluations and/or peer evaluations.

*Students such as these vocational students from Heard County High School can be observed by instructors.*

## *PERSONAL CHARACTERISTICS

| | | | | | |
|---|---|---|---|---|---|
| Work Habits | Ignores Directions | Follows some direc. Works Inefficiently | Follows Directions Works Satisfactorily | Steady, Conscientious Worker | Very Accurate, Resourceful, Efficient |
| Safety Habits | Sloppy and Hazardous | Fair, Needs Improvement | Generally Works Safely | Meets Required Safety Standards | Neat, Conscientious and Careful |
| Work Area Neatness | Very Sloppy & Inconsiderate | Forgetful and Unconscientious | Adequate | Thorough | Pride in overall appearance of facilities |
| Work Area Attendance | Often Not in Work Area | Makes Excuses to Leave Work Area | Generally in Work Area | Seldom Leaves Work Area | Always Where Assigned |
| Self-esteem | No Self-Confidence | Insecure, Self-conscious, Defensive | Balanced Attitude | Positive Self-Evaluation | Self-confident and Secure |
| Integrity | Not Trustworthy | Erratic | Sincere | Reliable and Dependable | Exceptionally Trustworthy |
| Responsibility | Unreliable | Sometimes Reliable | Usually Reliable | Conscientious | Assumes Responsibility Very Well |
| Motivation | Apathetic | Sporadically Motivated | Generally Motivated | Interested in Excelling | Highly Involved and Motivated |
| Initiative | Requires Constant Pressure | Needs Occasional Prodding | Does Assigned Work | Occasionally Seeks Extra Work | Seeks and Recognizes Work to be Done |
| Effort | "Quitter" | Applies Minimal Effort | Shows Satisfactory Effort | Shows Growing Determination | Persevering and Diligent |
| Peer Relations | Uncooperative | Sometimes Hard to Work With | Generally Cooperative | Works Very Well With Others | Outgoing, Warm and Cooperative |
| Leadership | Unable to Lead | Tends to Follow | Shows Leadership When Requested | Voluntarily Displays Leadership | "Makes Things Go" |
| Reaction to Authority | Hostile | Indifferent | Accepting | Generally Cooperative | Exceptionally Cooperative |

INSTRUCTOR'S COMMENTS _____

*Adapted from *Handbook for Teachers of Adult Occupational Education*, University of State of New York, Albany, 1977.

Instructor's Signature

## CHAPTER VI

## THE END RESULT – VOCATIONAL SUCCESS

The purpose of Vocational Education is to prepare learners for successfully making their next step in life, whether it be into immediate employment or further education.

Because disadvantaged students often have more difficulty acquiring and keeping jobs, it is important that vocational instructors begin working with these students regarding placement much in advance of formal placement efforts. The development of employability skills such as attendance, punctuality and interpersonal relationships requires time. Often the vocational instructor must take additional steps in this area with students and potential employers, in order to help insure success.

One construction instructor from Northwest Georgia begins working with students on placement the first few weeks they enter his program. One of the first activities students do in this class is a video-tape mock job interview. This instructor recruits adults from education and industry to serve as interviewers. After the taped interview has been viewed by the student, the instructor discusses individual career goals as well as the development of interviewing skills with each student. According to this instructor, students are often ill at ease and reluctant to participate in video taping initially, but as the course progresses and the activity is repeated, they frequently develop more confidence. Students also become more comfortable with the process when they sense that the purpose of this activity is to help them, not to degrade or embarrass them. Because this instructor stresses job preparation and job seeking skills from the beginning, students seem to be more aware of its importance.

It is important that vocational instructors remember that interviews can be stressful to even the most sophisticated among us. Students who feel awkward and unprepared often view this activity as extremely traumatic! Some students need preparation in interacting more comfortably and appropriately with adults before beginning interview experience.

Linda Powers, former counselor and instructor in DeKalb County CETA, developed a technique she found to be a helpful preliminary for students who were not ready to begin developing job interviewing skills. Several times weekly Linda invited adults from education or industry to speak to her class or participate in some type of class activity. Linda always made certain that the adult guest had some unstructured time

with the students and encouraged students to interact with the guest during this time. In the beginning, Linda actually coached students on how to properly introduce themselves, shake hands, and make "polite" conversation. As students began to be more comfortable and skilled in these situations, she could begin to help them deal with more complicated situations.

A trade and industrial instructor we talked with recently was extremely distressed by several of his students who refused to do an assignment he considered to be quite critical. "Every year," he comments, "I require my students to interview two people currently working in this trade. I feel it is important that they get this perspective. I don't place any restrictions on who they talk to or if they do it in person or by phone, and still, every year I have students who just don't do the assignment!"

Without knowing individual students, it is impossible to know why these students chose not to do the assignment. It seems reasonable to assume, however, that some of these students were inhibited by a lack of self-confidence and/or feeling of inadequacy. Students who are disadvantaged often need an added "boost" to help them over the hurdles that seem so routine and insignificant to others.

Some possibilities for assisting these students might include such activities as providing them with names and phone numbers of tradespeople with whom the instructor has discussed the assignment and who have expressed a willingness to be interviewed, inviting tradespeople to class and allowing students who choose to interview them and assisting students in developing questions for an interview of this nature. Instructors who realize that all students are not equal and who try to help them compensate are usually successful.

### Other Points About Job Placement and the Disadvantaged

- Many disadvantaged students will need considerable drill on filling out job applications. Frequently instructors may assist in this area by helping the student fill out an information card including names, addresses and phone numbers of references, as well as additional information that the student could take to the interview. This type of support is particularly helpful for students who have difficulty successfully completing application forms without assistance.
- If a test is required prior to employment, disadvantaged students

need to be prepared. Disadvantaged students need practice in taking a similar test under similar conditions, if possible.

- Disadvantaged students frequently need precise information on appropriate grooming, dress and behavior for a job interview.
- Some students find it helpful for the vocational instructor to help them generate a list of questions that they would like answered by the employer during the interview.
- Helping students find out everything possible about a job before an interview can help them know what questions to ask and better understand the answers they get.
- Sometimes in the excitement of interview preparation, students forget that they have neglected to make certain arrangements, like transportation to the interview. A quick check on some of these basics can be of assistance.

On the next four pages are samples of forms utilized by Linda Powers which may assist other vocational instructors in preparing disadvantaged students for job placement.

## TELEPHONE CALL TO GET A JOB INTERVIEW

Hello,

My name is _____. I am calling about the _____ job listed in _____'s paper. I would like to make an appointment to come for an interview. I am in school at _____

_____

**Information You Need by the End of Conversation.**

1. Time for appointment.
2. Get person's name to whom you are speaking.
3. Get exact directions.

_____

_____

_____

_____

_____

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## INTERVIEWER RATING SHEET

Name: _____

Date: _____

| | Never | Occasionally | Frequently | Always |
|---|---|---|---|---|
| 1. Client gives eye contact when speaking to you. | ☐ | ☐ | ☐ | ☐ |
| 2. Client gives you eye contact when listening to you. | ☐ | ☐ | ☐ | ☐ |
| 3. Client sits up straight. | ☐ | ☐ | ☐ | ☐ |
| 4. Client smiles. | ☐ | ☐ | ☐ | ☐ |
| 5. Client listens without interrupting. | ☐ | ☐ | ☐ | ☐ |
| 6. Client talks without fidgeting. | ☐ | ☐ | ☐ | ☐ |
| 7. Client listens without fidgeting. | ☐ | ☐ | ☐ | ☐ |
| 8. Client is on time for the interview. | Yes ☐ | | No ☐ | |
| 9. Client is well-groomed. | Yes ☐ | | No ☐ | |

Completed by _____

## EMPLOYER'S RATING SHEET

Client's Name _____

Employer's Name _____

Date _____

To Interviewer: Please give initial response to questions. Thank you for helping us make the interview a teaching experience.

1 = Poor Candidate
2 = Fair Candidate
3 = Average Candidate
4 = Above Average Candidate
5 = Prime Candidate

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Appearance | | | | | |
| 2. Voice | | | | | |
| 3. Eye Contact | | | | | |
| 4. Language | | | | | |
| 5. Answers Questions Specifically | | | | | |
| 6. Client lists 2 Weaknesses | | | | | |
| 7. Client lists 2 Strengths | | | | | |
| 8. Interviewer's Overall Rating of Client's Interview | | | | | |

Any specific comments: _____

Did the client telephone to set up interview? _____

Was the client early, on time, or late for appointment? _____

I wish to employ client _____

I do not wish to employ client _____

## INTERVIEW SELF-EVALUATION

Name _____

Date _____

Interviewer _____

Questions asked by interviewer: Your Answers:

_____

_____

_____

_____

_____

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Appearance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Academic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Personality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Intelligence | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Language | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Attitude | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Motivation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

I am qualified to work (on this position) because: _____

_____

I am not qualified because: _____

Rate your Posture Eye Contact Nervousness

Did I ask enough questions? _____

Did I answer questions directly? _____

Did I speak clearly? _____

Did I listen well? _____

Did I make a good impression? _____

Comments _____

_____

_____

_____

## CHAPTER VII

## RESOURCES

### DO's AND DON'T's OF WORKING WITH DISADVANTAGED STUDENTS

DO's

1. **Reflect their culture in classroom situations.** It may take more work, but it pays off.
2. **Be sincere and fair.** The students will test educators on their fairness and sincerity. If a promise is made, it should be kept. If the disadvantaged student promises something, he/she should also follow through. If fair standards are established which were freely accepted by all of the students, they should be adhered to, even though some disadvantaged students may test the limits of them. They are really trying to see if they will receive equal treatment, like all other members in the class, even if the testing means disciplinary action.
3. **Smile – it will not break anyone's face.** Too many educators feel that the tough approach is the best way to deal with "tough" kids. This isn't true in those cases where the student's toughness is a gimmick to hide the scared person underneath. In many instances, the tough educator is a threat to a hardnosed disadvanted person because they know sooner or later a "fronting" situation will occur, and the youth cannot back down. Smiling shows acceptance, not weakness. To the student who needs acceptance, this may provide the motivation he/she needs to meet approval.
4. **Offer rewards as a means of incentive.** The majority of high school students have goals which they want to meet and know by making it through high school they can get closer to or reach their goal. Disadvantaged students have few goals, and those that they have are seldom reached by getting through math class or high school. If a youngster is hungry, he/she thinks of food. If, for example, food is a motivational device to get a person to learn, this can be tried. For example, you can call a youth over to the side and say, "If you finish your project by Friday, I'll buy your lunch." Now, the youth could care less about the project, but he will do anything to get lunch. Nevertheless, he has accomplished something; he has learned something. At the appropriate time, the educator can point out the idea of deferred gratification.

5. **Remember that this is a person who is scared to death of life.** Keeping this in mind allows one to deal with such students gently. They want to succeed, but their fear of another failure is sometimes so great that they do not feel safe enough to try. Many times instructors have pointed out how some youngsters would be pretty good students if they finished what they started. The instructor has done a great job if he/she got some of these students to start anything at all. The battle is half won. Sometimes a disadvantaged student will have enough courage to begin a project. While this is in progress, he/she feels the end result will not be as good as someone else's, that it will be a failure, and then quits the project to avoid failure. Sometimes the favorite smoke screen, "Oh, I know all about this stuff, I don't have to go further," is used. In a way, it is true; the youth knows well what he/she has learned thus far, but is afraid to go further. At points when the instructor senses that the disadvantaged student is at a crossroads, he/she must step in and reassure the student that he is doing fine and the finished product will not be a disgrace.
6. **Become involved.** The reward of labor is to be proud of the results. The statement applies to education. The real challenge is to take that unsuccessful student and work with him/her so that at the end of the year, the educator has something to be proud of. To work with such a student takes commitment and involvement, and many times the educator comes out of the experience changed more than the student. To become involved means to take a chance on our skills as educators and human beings. Defenses are dropped at the risk of becoming hurt, but through it all one grows in knowledge.
7. **Read those things which can provide a better understanding of the disadvantaged pupil's environment.** To better understand the pupil, one must be aware of what he/she thinks and believes in. It is beneficial to read books by literary spokespersons of the cultural group. It is not necessary to agree with these leaders, but you can better understand the feelings of the students as you meet with them day by day.
8. **Be happy with small successes.** As was previously stated of the disadvantaged in high school, it may be too late to make a big change. It took society hundreds of years to create such an unhappy existence of the disadvantaged youth, and educators cannot change that in one year. Disadvantaged students can be provided with a wider range of

behaviors from which to choose, if and when they ever decide to escape from their circumstances.

9. **Disadvantaged pupils can educate the educators.** In Carl Rogers' book, *Freedom to Learn,* he states that a teacher should be a facilitator as well as a learner. No person can be in a real human relationship with another person without learning something.
10. **No matter how successful you have been, never remind disadvantaged pupils what you have done for them** Disadvantaged youths have a sense of pride. Throughout their lives they have read and listened to people who seem to feel that the poor just want handouts. They hear how other citizens resent having them on welfare rolls. When they do have success, it is understandable that they may not want to share it. It should be acknowledged that it was their own desire to change that made them successful, because that is the truth.

DON'T's

1. **Don't get hung up by "bad English." It may be just as structured and grammatically correct as standard English.** Many times educators, as kids, have made fun of a minority dialect. Some serious biases have woven their way into the inner core of their souls and they, somehow, have correlated subcultural language patterns with ignorance and/or laziness. There are many proper ways to talk. The subcultural dialects are as structured and grammatically correct as standard English. There is nothing more irritating to minority youth than to hear another person trying to talk "black dialect" because the white person speaks poor and grammatically incorrect "black dialect." To correct a person's English, especially when he is speaking perfectly good English in his cultural environment, is, in a sense, saying that the person is bad. A good time to mention the importance of correct standard English would be when the student would meet and talk with the public on a constant basis. At this point the student may understand the need and attempt to stress more standard English as a second language. If the youth isn't going to be in this situation, there should be no need to mention it.

2. **Don't correct by talking down.** This mistake only reinforces the student's belief that he is worthless and doesn't measure up to the average person. He'll hate you for it, and you have another mark against you. Talking down frequently means that you feel in some way that the student doesn't listen, or couldn't comprehend. Statements like, "What the heck are you doing?" "No, not that way!" with a negative tone of voice tend to create barriers. It is better to say something like, "Gee, Ron, I guess I didn't make myself clear." "I guess I understand how you could make this mistake. I've done the same thing myself." When you talk to a disadvantaged youth in a calm, respectful way, you get plus marks, which are important for future relationships.
3. **Don't place the students in a situation in which they will feel hampered verbally.** Many teachers tell the class that part of their grade will depend on how much they participate in class discussions. There are certainly other ways in which they can show their knowledge and less threatening ways to encourage communicating.
4. **Avoid either-or situations.** There was an earlier reference to the importance of peer groups in the lives of disadvantaged youths, as well as the conditions under which the peer group will accept the youth. When an educator says, "Either you do as I say or shut up and get out!", the youth is in a conflict situation. The educator expects him/her to take the "either," and the peers expect him/her to take the "or." Another reason to avoid an either-or situation is that this is playing the game of "fronting," and a disadvantaged youth has to strike back when he is fronted. "Fronting" is another name for confrontation. To confront a person, for most purposes, is to call him down or challenge him. A disadvantaged person accepts all personal challenges. Again, that is a mark against the educator.
5. **Don't identify, but understand.** Some educators feel that they have to be poor or a minority number to deal effectively with disadvantaged youth, but nothing can be further from the truth. As a matter of fact, some of the outstanding success with disadvantaged pupils has come from educators who have had very little contact with such people. They understood or tried to understand. They put themselves in the place of the disadvantaged youth and tried to perceive the world through their eyes. They wanted to know the meaning of some slang words, but were not interested in showing the kids how "hip" they were by incorporating such words into their everyday vocabulary.

They just tried to understand what the individual was going through or feeling at that given time, and used their common sense. Trying to identify with disadvantaged youth doesn't get a mark against the educator; the pupils just laugh and talk about him/her outside of the school.

6. **Don't get too intellectual or unrealistic**. This statement needs no explanation.
7. **Don't assume the students are there automatically to learn.** Some of the disadvantaged students are just in school because their friends are. Educators almost go crazy worrying about the attendance pattern of students who haven't attended school five straight days since they attended kindergarten. They are being their consistent selves. On the days these students show up, educators can show as much concern for them as for the regular students. Educators don't have to, nor do the students expect them to, take the time away from other students to show them what they have missed. Now and then they may cause some disturbance, but they are basically saying, "I am here; do you remember me?"
8. **Avoid verbal arguments.** The point has already been made that educators can get marks against them. Many disadvantaged students save these marks. They collect them in a little storage place back in their head, and in verbal arguments they repay the person with "interest." In the ghettos, youngsters become experts in using verbal language negatively. "Put downs" are a part of life and a very important way of gaining acceptance. The sharp-witted kids, and many disadvantaged youth are sharp, are masters at it. When an educator falls into the verbal argument trap, they fall right into these students' hands. Before the game is over and the youth is in the office, they will hear things about their anatomy and personality, as well as derogatory remarks about members of their families, which neither they nor the remaining students in their class will soon forget. This is very hard to live down; and what is worse, they will tend to become distant from other young men or women who have "put down" skills.
9. **Physical Contact.** Educators can review this list and mentally tally up the marks they have against them and the marks they have for them. If the marks against them are more than the marks for them, they should refrain from making physical contact with disadvantaged youths, male or female.

Touching is reserved only for those whom disadvantaged youth would dare let get close. When they let a person get that close, they are aware that that person understands their real fears and anxieties in life. They trust that person with that knowledge, and hope that he/she will help them make something of their lives.

Adapted by Georgia Jenkins (Macon SERVE Satellite Center) and others from *Instructor's Handbook for Working with Disadvantaged Students,* by Fred Robinson. Unpublished Manual, Calhoun Area Vocational Center, Battle Creek, Michigan, 1974. (Mr. Robinson is an educational consultant, and can be reached at (616) 968-2271.)

## INTELLECTUAL CHARACTERISTICS OF DISADVANTAGED CHILDREN AND YOUTH FROM RECENT RESEARCH (BASES OF COMPENSATORY EDUCATION)

by Dr. E. Paul Torrance, University of Georgia

Anger, ease in showing
Adaptation to undesirable conditions rather than changing them
Anti-intellectual attitude
Asks few questions
Auditory perception impaired

Concept of civic contribution tends to be absent
Deceleration of rate of intellectual growth
Difficulty in abstracting
Distrustful of people from more advantaged groups
Enunciation imprecise
Escapes from stress by flight, especially in verbal areas
Externally oriented
Eye contact poor while talking

Fatalistic
Fear of being ridiculed
Fear of being overpowerd by teachers
Feelings of being misunderstood
Formal language deficient

Interpersonal skills deficient
Judgment of relative size deficient
Lack of expectation of reward
Little confidence in judgment
Little or no experience in setting and working for goals
Low ability to see cause and effect
Low ability to classify objects
Low ability to conceptualize observations
Low ability to complete unpleasant tasks
Low ability to give verbal explanations
Low ability to observe and state sequences of events
Low responsiveness to oral or written stimuli
Mistrust of initial actions
Negative self-image as a learner
Peer interest and orientation excessive
Physical style of relating interpersonally, touching, etc.
Poor in complex mental tasks
Poor articulation
Preference for the familiar

Quick, premature conclusions; impulsive -- and reverse
Reading skills poor
Resentful of teachers
Responds slowly
Restricted in thinking of immediate environment
Short attention span in listening to verbal material
Strong resistance to "rat race" speed pressures
Speeded or timed test performance poor

Tendency to view violence as best defense

Tendency not to use adults as a source of information
Test-taking skills inefficient
Traditional superstitions
"Tune out" capacity high
Tendency to blame others for misfortunes
Unawareness of "ground rules" for school success (competition, etc.)
Visual perception impaired
Vocabulary limited
Weak resistance to impending failure
Weakness in techniques and "know how"

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